* **Connecting to Colonial Music**

**Grade Level:** Fifth Grade

Time: 50 minutes

**Subject:** Music/Social Studies

**Objectives:**

* 5.H.2 Understand the role of prominent figures in shaping the United States
* 5.CR.1 Understand global, interdisciplinary, and 21st century connections with music.
* 5.CR.1. Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.

**Materials Needed:**

* Venn diagram worksheet
* Lyrics to “Yankee Doodle Dandy”

**Purpose:** The purpose of this lesson is to encourage students to appreciate music as a means to understanding culture, past, and present and to understand the importance of music in their lives.

**Procedures:**

**Focus and Establish Review (3 minutes)**

**-**Have students brainstorm about the previous colonial lessons.

-Ask students what they know about colonial music.

**Statement- (2 minutes)**

-We have been learning about the colonial time period. Today we are going to learn how music can influence a culture and time period. We are going to look at music from the Colonial period and see how people identified with the music and how this can be still be done today.

**Teacher Input- (15 minutes**)

-Introduction activity: Name that Tune. Have students write down lyrics to their favorite songs. Have each student read their lyrics to the class and have the students guess the song.

- Transition discussion to apply the importance of music throughout history. Ask students if they know the song “Yankee Doodle Dandy.” Play song and have them listen and then provide lyrics.

-Ask students if they know what the lyrics means. Have them brainstorm ideas.

-After reviewing ideas, explain the song originated during the French and Indian War when the colonist found along side the British at Niagara Falls. Tell the students how the British looked down on the colonists’ appearance.

-Explain how England had “macaroni clubs” where people of high fashion. “Macaroni” referred to a “dandy” or a person who had fancy Italian or French fashion that was popular in England during the colonial time.

- In the song, the Yankee Doodle feels he is fashionable enough by just sticking a feather in his hat.

-This song is meant to show the indifference England felt for the colonists because they had developed their own American fashion and attitude.

- Explain how this song reveals the growing divide between England and the colonies especially after the French and Indian War

-Explain how the colonists took pride in the song and how it became popular. Connect to how that can apply to today.

**Guided Practice: (15 minutes)**

**-**Have students do a think-pair-share with a partner to talk about why the songs they chose in the beginning of the lesson is their favorite song, why do they identify with it.

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-Have students share why their song is their favorite

**-**Play a recording of “Yankee Doodle Dandy,” have students listen to the song first.

-Play the song again and have the students sing along.

**Independent Practice (15 minutes)**

**-**Worksheet: Venn diagram

-Have students compare and contrast using a Venn diagram “Yankee Doodle Dandy” to their favorite song.

**Closure (5 minutes)**

-Ask students why they think they still know the song “Yankee Doodle Dandy” today

-Close with reinforcing the idea that music can have a lasting effect.

**Differentiation:**

* ELL/LD- Allow students to sing the songs from the worksheet or orally tell the answers instead of writing the answers on the worksheet. Students can also listen to the song on an iPod with headphones.

**Assessment:**

* + Worksheet: Venn Diagram
  + Participation in Think-Pair-Share (see participation rubric at the end of unit)

**References:**

(n.d.). Retrieved from Learn NC website: http://www.learnnc.org

(n.d). Retrieved from http://www.fortat4.org/education/lessons/music/music.php

Yankee Doodle Dandy

**Written By: Richard Shuckburgh, Copyright: Unknown**

Yankee Doodle went to town

A-riding on a pony

Stuck a feather in his cap

And called it macaroni.

Yankee Doodle, keep it up

Yankee Doodle dandy

Mind the music and the step

And with the girls be handy.

Father and I went down to camp

Along with Captain Gooding

And there we saw the men and boys

As thick as hasty pudding.

Yankee Doodle, keep it up

Yankee Doodle dandy

Mind the music and the step

And with the girls be handy

There was Captain Washington

Upon a slapping stallion

A-giving orders to his men

I guess there were a million.

Yankee Doodle, keep it up

Yankee Doodle dandy

Mind the music and the step

And with the girls be handy

Yankee Doodle went to town

A-riding on a pony

Stuck a feather in his cap

And called it macaroni.

Yankee Doodle, keep it up

Yankee Doodle dandy

Mind the music and the step

And with the girls be handy

Yankee Doodle, keep it up

Yankee Doodle dandy

Mind the music and the step

And with the girls be handy

This lesson was easy to plan. I added this as the music lesson to my unit. I retrieved and adapted this lesson from a site called Fort 4, which is an historical site in New Hampshire. The website had several lesson plans on colonial music, but this one jumped out as the most engaging. I was a little nervous about teaching a music lesson, but this lesson was great. This time around, we split the class evenly, I got twelve students and McCrea took twelve students. The students were excited to participate in the activity of writing down the lyrics to your favorite song. I gave the students a few minutes to write down their lyrics. I asked the students if they knew what lyrics were, and one student answered they were words to a song. When the students were ready to share their lyrics, some asked if they could sing the song. I said they could sing if they wanted to, but they didn’t have to. I was surprised at how many of them did sing their songs, even the boys! When I asked the students if they had heard of the song Yankee Doodle Dandy, the majority of them had heard of it, but there were a few who had not. Only one student was familiar with the history and meaning of the song. When the students were completing their Venn diagrams, I observed that one student, who was comparing and contrasting Yankee Doodle with the One Direction song, You Don’t Know You’re Beautiful wrote in the intersection “both were written by the British,” which I found a little humorous because I would not have made that connection.

Two things happened during this lesson that made me smile. During the lesson when I mentioned that Yankee Doodle Dandy was written during colonial times, one student who I had taught in the previous lesson, raised her hand told me that in music class Thursday they had learned about the Star Spangled Banner. She said her music teacher had said that it was written after the Revolutionary War and she remembered that we had talked about that and she said she thought of me. Also, when we were leaving the classroom, the student who I had interviewed and had been in my second group hugged me and told me, “thank you for making me feel special.” It really helped me because this has been a very hectic week getting my assignments for two classes finished. It was a great reminder of why I have worked so hard and why I am doing this.